**EDT885 Annotated Bibliography**

**Topics to be Addressed in Literature Review:**

* The Achievement Gap: Focus on African Americans
* Teacher Beliefs about Diversity
* Defining Cultural Responsiveness
* Theories that Support Culturally Responsive Practices
* Culturally Responsive Classroom Practices that Work
* Classroom Practices that Do Not Work
* Culturally Responsive Teacher Development (What has been tried?)

1. **Au, K. H. (2009). Culturally responsive instruction what is it and how can we incorporate it in the classroom. *Reading Today*, *27*(3), 30-31. Retrieved from www.badgerlink.net**

“Culturally responsive instruction: What is it, and how can we incorporate it in the classroom?” is a periodical commentary written by Kathryn H. Au, which is chief execute officer of SchoolRise LLC in Honolulu, Hawaii and president of the International Reading Association in 2009. In this article, culturally responsive instruction is defined, and its purpose is explained. It also includes strategies for teaching in a culturally responsive way, with practical lesson ideas. This article will be useful for my literature review, because it provides a clear, concise definition of what culturally responsive instruction is, as well as what it is not. (Au, 2009)

1. **Bailey, M. H., & Dziko, T. M. Office of Superintendent of Public Instruction, Olympia, Washington, HB 2722 Advisory Committee (2008). *A plan to close the achievement gap for african american students*. Retrieved from website: http://www.k12.wa.us/cisl/pubdocs/AfrAmer AchGap Rpt FINAL.pdf**

“A Plan to Close the Achievement Gap for African American Students” is a manuscript produced by the HB 2722 Advisory Committee from the Office of Superintendent of Public Instruction, with support from the Center for the Improvement of Student Learning. This document first gives a summary of the African American students’ educational history. Then, it details the Washington State Legislature HB 2722, which was passed in 2008 and called for the creation of an advisory committee that would develop a plan to close the education gap for African American students. This plan included five key areas of challenges and solutions: teacher quality, teaching and learning, school and district leadership, student support, and family and community engagement. It also gives recommendations for policy and systemic change for public schools. This article will be useful to my research because it identifies causes of the achievement gap, which gives context to my problem, and describes specific strategies for remediating the problem, which have a focus on culturally responsive curriculum and instruction and cultural resources that students need to succeed.(Bailey & Dziko, 2008)

1. **Brown, B. (2005). The politics of public discourse: Discourse, identity and african- americans in science education. *Negro Educational Review*, *56*(2-3), 205-220. Retrieved from www.badgerlink.net**

“The Politics of Public Discourse: Discourse, Identity, and African Americans in Science Education” is a peer reviewed journal article written by Bryan Brown, associate professor at Stanford University. In this review, Brown details twenty years of research on African American students in science education using three different types of research studies. First, he gives reports on African American students’ performance in science. Then, he gives results of studies that center around cultural disparities that exist between the African American students and the science classroom culture. Finally, he details studies that center on cultural continuities between African American student culture and science. This article will be useful for my literature review because it discusses the current state of African American performance in science, and lists things that both work and do not work for creating a culturally responsive science education. (Brown, 2005)

1. **Brown, M. R. (2007). Educating all students: Creating culturally responsive teachers, classrooms, and schools. *Intervention in School and Clinic*, *43*(1), 57-62. Retrieved from** [**http://csuprofessionaldevelopment.com/images/pdfs/EducatingAllStudents.pdf**](http://csuprofessionaldevelopment.com/images/pdfs/EducatingAllStudents.pdf)

“Educating All Students: Creating Culturally Responsive Teachers, Classrooms, and Schools” is an article written by Monica Brown, an associate professor in the SPED/CD faculty at New Mexico State University. This article cites and outlines various frameworks for culturally responsive teachers, as well as culturally responsive classroom practices. It also gives suggestions for educators about how to transform their schools into culturally responsive environments. This article will be useful for my literature review because it lists many strategies that work for creating culturally responsive teachers, classrooms, and schools, and I will be able to use these guidelines as a framework from which I will build off of throughout the literature review. (Brown, 2007)

1. **College Entrance Examination Board, National Task Force on Minority High Achievement. (1999). *Reaching the top: A report of the national task force on minority high achievement*. Retrieved from website: https://webmail.wawm.k12.wi.us/exchange/Bauhs.Sarah/Inbox/RE: Disregard last email.EML/reachingthe\_3952[1].pdf/C58EA28C-18C0-4a97-9AF2- 036E93DDAFB3/reachingthe\_3952[1].pdf?attach=1**

This document created by members of the National Task Force on Minority High Achievement, a group launched by the College Entrance Examination Board in 1997, whose purpose was to develop recommendations for how different aspects of American society can work to increase the academic achievement for minority students. The College Board, founded in 1900, is a not-for-profit educational association that supports academic preparation and transition to higher education. The report gives a review of what has been learned about why educational conditions exist and persist among racial groups, and also describes strategies for reducing the achievement gap among white and minority students. This article will be helpful to my project because its biggest focus is upon the history and causes of the achievement gap, and gives specific data about the current state of minority achievement in the United States. These topics give context to my problem for why science needs to be taught in a culturally responsive way. (College Board, 1999)

1. **Devereaux, T., Prater, M., Jackson, A., Heath, M., & Carter, N. J. (2010). Special education faculty perceptions of participating in a culturally responsive professional development program. *Teacher Education & Special Education*, *33*(4), 263-278. doi:10.1177/0888406410371642**

“Special Education: Faculty Perceptions of Participating in a Culturally Responsive Professional Development Program is a peer-reviewed journal article about twelve special education faculty members from a university who participated in a four-year professional development program about increasing cultural responsiveness. Using qualitative feedback though faculty research, the researchers were able to learn about their likes and dislikes, as well as suggestions for future professional development on the topic. Other data detailed what worked and what was a barrier to learning during these professional development sessions. This article will be useful to my literature review because it gives insight as to what works and what does not for creating professional development, which I can apply to my own project as I begin to work on it. (Devereaux, Prater, Jackson, Heath, & Carter, 2010)

1. **Dray, B. J., & Wisneski, D. B. (2011). Mindful reflection as a process for developing culturally responsive practices . *TEACHING Exceptional Children*, *44*(1), 28-36. Retrieved from www.badgerlink.net**

“Mindful Reflection as a Process for Developing Culturally Responsive Practices” is a peer-reviewed journal article written by Barbara J. Dray, assistant professor at the University of Colorado Denver, and Debora B. Wisneski, assistant professor at University of Wisconsin-Milwaukee and president of the Association for Childhood Education International. This article discusses the process of mindful communication and reflection in order to develop culturally responsive practices. These practices help to overcome practices such as the deficit thinking model, where teachers believe that students fail in school because of their own deficits, and not because of the established school environment or practices. This article will be useful to my literature review because gives specific strategies for the development of culturally responsive educators. (Dray & Wisneski, 2011)

1. **Garmon, M. (2005). Six Key Factors for Changing Preservice Teachers' Attitudes/Beliefs about Diversity. *Educational Studies*, *38*(3), 275-286. doi:10.1207/s15326993es3803\_7**

“Six Key Facts for Changing Preservice Teachers’ Attitudes/Beliefs about Diversity” is a peer reviewed journal article written by Dr. M. Arthur Garmon, associate professor at Western Michigan University. In this article, the author hypothesizes that there are six important factors associated with changing teacher attitudes toward and beliefs about diversity. His postulations are supported by research on the impact of multicultural teacher education courses. This article will be useful to my literature review because I will be discussing current teacher beliefs about diversity, and then, using this article, will be able to identify factors associated with changing those beliefs that are not culturally responsive. (Garmon, 2005)

1. **Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, *53*(2), 106-116. Retrieved from** [**http://jte.sagepub.com**](http://jte.sagepub.com/)

“Preparing for Culturally Responsive Teaching” is a peer-reviewed journal article written by Geneva Gay, Professor of Education at the University of Washington-Seattle. This article makes a case for improving the success of ethnically diverse students through culturally responsive teaching, and gives strategies for teachers about the knowledge, attitudes, and skills needed to do this. First, they suggest that educators develop a culturally diversity knowledge base by understanding that different cultural groups have different values, beliefs, and practices. Acquiring information about the cultural particularities of different groups is recommended as well. Then, the article describes ways that teachers can convert their knowledge base about diversity into culturally responsive instructional designs and strategies. Next, it discusses the third crucial component for culturally responsive teaching, which is demonstrating cultural caring and building a learning community. For the fourth strategy, teachers must create effective cross-cultural communication by learning ethnic communication styles. Finally, the last aspect for being culturally responsive is by using multicultural instructional strategies to match the learning styles of the students. This article will be helpful for my literature review because it gives specific suggestions for how to implement cultural responsiveness in the classroom, along with which cultural group would most benefit. (Gay, 2002)

1. **Harmon, C., & Wilson, M. (2011). An investigation of the diversity beliefs of educators. *The Journal of Multiculturalism in Education*, *7*(2), Retrieved from** [**http://www.wtamu.edu/journal/volume-7-number-2.aspx**](http://www.wtamu.edu/journal/volume-7-number-2.aspx)

“An Investigation of the Diversity Beliefs of Educators” is a peer-reviewed journal article written by Dr. Corinne Harmon, assistant professor in the Leadership, Research and Foundations Department in the College of Education at the University of Colorado at Colorado Springs, and Mary Wilson, Ph.D. candidate at the University of Colorado at Colorado Springs. In this article, the authors use quantitative data from The Diversity Awareness Survey designed at the University of Washington School of Public Health to measure personal and professional beliefs in eight areas of cultural diversity. The results of the study show that the most culturally responsive choice is not the predominant choice answered on most questions asked, and that there is mixed awareness on diversity issues amongst the teachers surveyed. It is important to understand the personal and professional beliefs of educators regarding diversity. These beliefs impact what goes on in the classroom and can significantly contribute to achievement, because they are important factors in the equity of education received by all students. I intend to include this research in the section of my literature review dedicated to teacher beliefs about diversity, because it gives context to the problem, which is a lack of culturally responsive curriculum and instruction, especially in the discipline of science. (Harmon & Wilson, 2011)

1. **Mensah, F. (2011). A case for culturally relevant teaching in science education and lessons learned for teacher education. *Journal Of Negro Education*, *80*(3), 296-309.**

A Case for Culturally Relevant Teaching in Science Education and Lessons Learned for Teacher Education” is a peer-reviewed journal article written by Felicia Moore Mensah, an associate professor of science at Columbia University. In this article, the researcher describes three elementary pre-service teachers’ experiences as they co-plan and co-teach a culturally responsive science unit in an urban classroom in New York City. At the conclusion of the study, the author shares lessons from the study, which she hopes will help teachers’ curriculum and approaches in a diverse classroom. Some of these suggestions include developing a partnership between schools and universities, and making available support and resources for those who have limited cultural knowledge. Lastly, it emphasizes modeling of culturally responsive teaching, because too often teachers experience learning in ways contradictory to how they are expected to teach in the classroom. This article will be helpful for my literature review because it gives suggestions for culturally responsive teaching practices that work in the classroom. (Mensah, 2011)

1. **Mutegi, J. W. (2011). The inadequacies of "science for all" and the necessity and nature of a socially transformative curriculum approach for african american science education . *Journal of Research in Science Teaching*, *248*(3), 301-316. Retrieved from** [**http://www.eric.ed.gov/**](http://www.eric.ed.gov/)

“The Inadequacies of ‘‘Science for All’’ and the Necessity and Nature of a Socially Transformative Curriculum Approach for African American Science Education” is a peer-reviewed article written by Jomo Mutegi, associate professor at Indiana University Indianapolis. The article tries to prove that the current approach to science education probably will not meet the social needs of African American students, and that a socially transformative approach is more likely to do so. Within the article, there are various sections. In the first, the social conditions of African Americans are identified by describing the social and historical context of African American science education. In the second section, the current curricular approach for teaching and learning science is examined. In the third section, the features of a socially transformative science curriculum are described, and example is given as to how those features would actually be incorporated into practice. The fourth section is a conclusion of the findings. This article will be helpful to my literature review because it discusses a theory that has how a socially transformative theory of teaching and learning can be incorporated into an actual classroom. (Mutegi, 2011)

1. **Patchen, T., & Cox-Petersen, A. (2008). Constructing cultural relevance in science: A case study of two elementary teachers. *Science Education*, *92*(6), 994-1014. doi: 10.1002**

“Constructing Cultural Relevance in Science: A Case Study of Two Elementary Teachers” is a peer-reviewed journal article written by Terri Patchen and Anne Cox-Petersen, who are both associate professors at California State University at Fullerton. First, the article outlines the difference between constructivism and culturally relevant pedagogy, two theories that have been cited as ways to decrease the disparities between science curriculum and instruction and minority students. Culturally relevant pedagogy has been reported to have the most benefit for minority student achievement, but is far less prevalent than constructivism in science education. This case study describes the ways in which two White female teachers in an urban setting attempt to use constructivism in order to develop culturally relevant practice in science. This article will be useful to my literature review because it describes two theories of teaching and learning that are most effective for culturally responsive science education, which is the basis for many of the culturally responsive strategies suggested in other articles. (Patchen & Cox-Petersen, 2008)

1. **Potts, A., & Schlichting, K. A. (2011). Developing professional forums that support thoughtful discussion, reflection, and social action: One faculty’s commitment to social justice and culturally responsive practice. *International Journal of Teaching and Learning in Higher Education*, *23*(1), 11-19. Retrieved from** [**www.badgerlink.net**](http://www.badgerlink.net)

“Developing Professional Forums that Support Thoughtful Discussion, Reflection, and Social Action: One Faculty’s Commitment to Social Justice and Culturally Responsive Practice” is a peer-reviewed journal article written by Ann Potts and Kathleen Schlichting, both associate professors at the University of North Carolina at Wilmington. This article discusses professional forums that were created for faculty in a School of Education to help them to help their preservice teachers to address issues of social justice. This article will be useful for my literature review because it discusses the objectives, structures, expectations, and outcomes for a number of different professional forums that were created, and is meant to support the design and implementation of forums in other institutions by sharing data and resources. This article provides an example of what has already been done in the area of teacher development on the topic of cultural responsiveness. It will also give me some ideas for the design and implementation of my actual project in Chapter 3. (Potts & Schlichting, 2011)

1. **Rodríguez, L. F. (2008). “I've never heard of the word pedagogy before”: Using liberatory pedagogy to forge hope for teachers in our nation's public schools. *InterActions: UCLA Journal of Education and Information Studies*, *4*(2), Retrieved from** [**http://escholarship.org/uc/item/5kh8942g**](http://escholarship.org/uc/item/5kh8942g)

This article, written by Louie F. Rodriguez, assistant professor at California State University at San Bernardino, focuses on using the liberatory pedagogy with urban high school students, pre-service teachers, and university professors using Participatory Action Research (PAR), open and critical conversation, and reflection. The results shows that one way to realize a liberatory pedagogy is through the raw conversations between teachers and high school students, and by universities arranging interactions between pre-service teachers and the students populations that they someday hope to work with. From there the programs should use the knowledge gained from these interactions and dialogues to structure conversations in the university classrooms and select content relevant to as well. This article will be useful to my literature review because it gives a good explanation of the liberatory pedagogy, and also shows ways in which this practice can begin to be used in education to make changes for our minority students beginning at the university level. (Rodríguez, 2008)

1. **Seiler, G. (2001). Reversing the ``standard'' direction: Science emerging from the lives of african american students. *Journal of Research in Science Teaching*, *38*(9), 1000- 1014. Retrieved from http://www.d.umn.edu/~bmunson/Courses/Educ5560/readings/Seiler.pdf**

“Reversing the ``Standard'' Direction: Science Emerging from the Lives of African American Students” is a peer-reviewed journal article written by Gale Seiler, who is currently Ph.D. Associate Professor at McGill University in Montreal, Québec. It describes that although millions of dollars have been spent in standards-based education reforms, the academic performance of urban African American students continues to lag behind their white counterparts. The author, a critic of standards for all students, doubts its effectiveness because standards-based curricula do not take into account the diversity of learners, as they ignore the sociocultural, political, and economic factors of these students and their schools, and don’t connect with what the students’ background knowledge or what they can do. A qualitative study was done with a science lunch group at an urban high school, and the conclusions drawn indicate that critical thinking skills can be taught with high expectations maintained while teaching the content necessary for student academic success in topics that are connected to the lives and cultures of African American students. This article is important for my literature review, because it describes one method that does not work for creating a culturally responsive science curriculum, and one that did. (Seiler, 2001)

1. **Seiler, G., & Gonsalves, A. (2010). Student-Powered Science: Science Education for and by African American Students. *Equity & Excellence In Education*, *43*(1), 88-104. Retrieved from** [**www.badgerlink.net**](http://www.badgerlink.net)

“Student-Powered Science: Science Education for and by African American Students” is a peer-reviewed journal article written by Gale Seiler, Ph.D. Associate Professor at McGill University, and Allison Gonsalves, doctoral student at McGill University. In this article, two co-teachers at an African American, inner-city high school attempt to implement a liberatory science curriculum by asking their students to co-develop a science course. The basis of this course was that students’ interests would shape the course content. LIberatory pedagogy is centered around principles for social change through education based upon raising awareness and engaging with oppressive forces, and is a way to as a way to liberate, not domesticate, students. The article explores the challenges of implementing a liberatory pedagogy in an urban science classroom with traditional views about science education. At the conclusion of the course, which was not entirely successful, it was determined that although alienation is a big problem in urban schools, it is not easily fixed by simply applying a liberatory framework, because the framework is complex and takes time, experience, and a keen eye and ear to do so. This will be helpful for my literature review because it describes a theory for culturally responsive curriculum, but in this situation, the theory did not work out as planned. (Seiler & Gonsalves, 2010)

1. **Wright, B. L. (2011). Valuing the "everyday" practices of african american students k- 12 and their engagement in stem learning: A position . *Journal Of Negro Education*, *80*(1), 5-11. Retrieved from** [**www.badgerlink.net**](http://www.badgerlink.net)

“Valuing the "Everyday" Practices of African American Students K-12 and their Engagement in STEM Learning: A Position” is an article written by Brian L. Write, a postdoctoral fellow at TERC, a not-for-profit organization whose mission is to improve mathematics and science education, and a part-time faculty member at Tufts University. In his article, he highlights examples of k-12 programs that have been successful in engaging African American students in learning about math and science. He also provides data about the number of African American students who want to be involved in STEM in higher education, as opposed to their white counterparts. This article will be useful to my literature review because it provides a rationale for the project that I am undertaking, and it also gives examples of programs that work for culturally relevant education. (Wright, 2011)

1. **Ukpokodu, O. N. (2011). How do I teach mathematics in a culturally responsive way?: Identifying empowering teaching practices. *Multicultural Education*, *19*(3), 47-56. Retrieved from** [**www.badgerlink.net**](http://www.badgerlink.net)

“How Do I Teach Mathematics in a Culturally Responsive Way?: Identifying Empowering Teaching Practices” is a peer-reviewed journal article written by Omiunota Ukpokodu, an associate professor at the University of Missouri-Kansas state. This article addresses the fact that although there is much research about the positive effects of culturally responsive teaching, this type of practice is not often present in urban settings, and when it is, teachers lack the knowledge to teach their specific content areas using that pedagogy. This study examines why teachers are not teaching in culturally responsive ways, and what culturally responsive mathematic practices actually are. Although this article deals with math, it will be applicable to my literature review because it answers the question as to why the culturally responsive pedagogies are not being practiced, along with what it would mean to teach different content areas in culturally responsive ways. Science and math are closely related, and often intertwine, so the content in this article will still be applicable to the culturally relevant teaching of science. (Ukpokodu, 2011)

1. **Villegas, A. M., & Lucas, T. (2002). Preparing culturally responsive teachers: rethinking the curriculum. *Journal of Teacher Education*, *53*(1), 20-32.** doi: 10.1177/0022487102053001003

“Preparing Culturally Responsive Teachers: Rethinking the Curriculum” is a peer-reviewed journal article written by Ana Maria Villegas and Tamara Lucas, assistant professors from Montclair State University. In this article, the authors describe the six characteristics of culturally responsive teachers, which include being conscious about social and cultural factors, having positive views of students from different backgrounds, see themselves as responsible for educating all children and making schools more equal, knowing how different learners make meaning of new information, and design culturally responsive instruction. This article will be helpful for my literature review because it describes the characteristics that teachers should have before they even attempt to create a culturally responsive classroom and curriculum. (Villegas & Lucas, 2002)